

# Innovative Uses of TIII Funds

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TIII Specialist  
June 5, 2017

MASSACHUSETTS DEPARTMENT OF  
ELEMENTARY AND SECONDARY  
**EDUCATION**



# Our presenters today

- ★ Al Mogavero, ESL Director, Revere Public Schools
- ★ Kellie Jones, has worked for Brockton Public Schools for 18 years, and has been the Director of Bilingual Education since 2015.
- ★ Maeve Hitzenbuhler, English Language Development Director, PK-12, Westborough Public Schools



# TIII funds are to supplement, not supplant

- ★ ESSA REQUIREMENT

- ★ Section 3115(g) SUPPLEMENT, NOT SUPPLANT – Federal funds made available under this subpart shall be used so as to supplement the level of Federal, State, and local public funds that, in the absence of such availability, would have been expended for programs for English learners and immigrant children and youth and in no case to supplant such Federal, State, and local public funds.



# Supplement not Supplant, what does that mean?

- ★ TIII is a supplemental grant, which means:
- ★ *If the program or activity would exist in the absence of TIII funds, the district cannot use TIII funds for that program or activity.*
- ★ TIII funds can't be used for anything that is the district's responsibility, for example, translations of documents such as report cards, guidance documents, school manuals.
- ★ District parent nights, science fairs, supplies for ESL classes, teacher salaries during the school day, ELL director salaries, field trips scheduled as part of the regular activities for students, or made available for all students.



# Professional Development

- ★ PD has to be supplemental, not take the place of district sponsored PD, and must be for the benefit of EL students and their language development (or for immigrant students if receiving and immigrant grant).
- ★ <http://www.tesol.org/attend-and-learn/online-courses-seminars>
- ★ SOME online courses from qualified providers can be paid for with TIII funds. Ask us! We'll let you know!



# What are **ALLOWABLE** uses of Title III funds?

- Services that occur before and after school; as well as for summer school programs for ELs.
- PD for teachers that pertains to the development of EL's language proficiency.
- Parent engagement activities for TIII ELs, such as parent ESL classes, and parent literacy.



# RESOURCES

- ★ <http://www.ellteacherpros.com/science/>
- ★ <https://www.exploratorium.edu/explore/sport-science>
- ★ <http://www.exploratorium.edu/baseball/index.html>
- ★ [Gifted students:  
http://www.academia.edu/4832303/Running head IDENTIFYING LEP GIFTED STUDENTS 1 Identifying Limited English Proficient Gifted Students 6670 Special Populations of Gifted Students](http://www.academia.edu/4832303/Running_head_IDENTIFYING_LEP_GIFTED_STUDENTS_1_Identifying_Limited_English_Proficient_Gifted_Students_6670_Special_Populations_of_Gifted_Students)
- ★ <https://scratch.mit.edu/about> (free coding app)



# RESOURCES

- ★ Northeastern Science Center, Nahant, Mass.
- ★ Drama, Huntington Theatre has an Education Department,  
<http://www.huntingtontheatre.org/education/Meet-the-Education-Department/>
- ★ College campus museum tours, often free
- ★ Fund a speaker, a successful business or community person that is an ELL and have them tell their story.





# Resources

★ Crayola

★ <http://www.crayola.com/education/index.html>

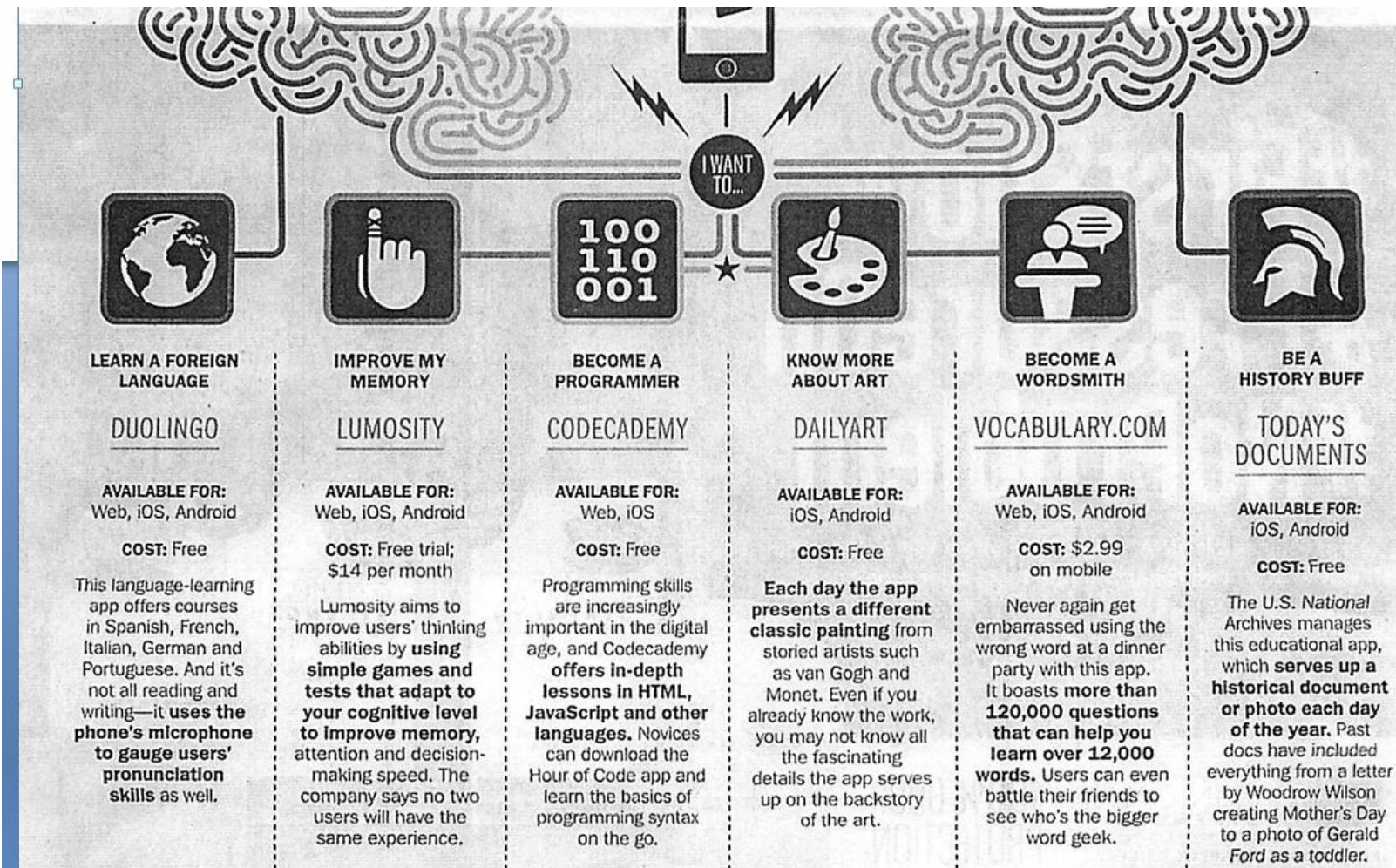
★ Boch Center for Performing Arts

★ <http://www.bochcenter.org/discover/education-and-community-programs/school-programs>

★ Puppet Theater, Brookline,

★ <https://www.puppetshowplace.org/>





## Coding Apps for minimal cost

Time Magazine 10-13-14

# FAB FOUNDATION

<http://www.fabfoundation.org/index.php/about-fab-foundation/index.html>

The Fab Foundation is a US non-profit 501(c) 3 organization that emerged from MIT's Center for Bits & Atoms Fab Lab Program. Our mission is to provide access to the tools, the knowledge and the financial means to educate, innovate and invent using technology and digital fabrication to allow anyone to make (almost) anything, and thereby creating opportunities to improve lives and livelihoods around the world. Community organizations, educational institutions and non-profit concerns are our primary beneficiaries.



Education Week's blogs > Finding Common Ground

# Maker Spaces: What Can They Do for ELL Students?

By Peter DeWitt on June 28, 2015 6:45 AM

[http://blogs.edweek.org/edweek/finding\\_common\\_ground/2015/06/maker\\_spaces\\_what\\_can\\_they\\_do\\_for\\_ell\\_students.html?qs=June+28,+2015+maker+spaces](http://blogs.edweek.org/edweek/finding_common_ground/2015/06/maker_spaces_what_can_they_do_for_ell_students.html?qs=June+28,+2015+maker+spaces)



# MIT News

★ <http://news.mit.edu/2014/a-maker-education-0708>

NuVu Studio takes high school students out of the classroom and into a design space to invent and create.



# Boston Bruins ICE School

- ★ ICE stands for I Can Excel
- ★ <https://www.nhl.com/b Bruins/community/ice-school>
- ★ Lesson plans for ICE School
- ★ <https://www.nhl.com/b Bruins/community/ice-school-lesson-plans>



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# Brockton Public Schools

Title III Breakout Session

June 5, 2017

Kellie M. Jones, Director of Bilingual  
Education

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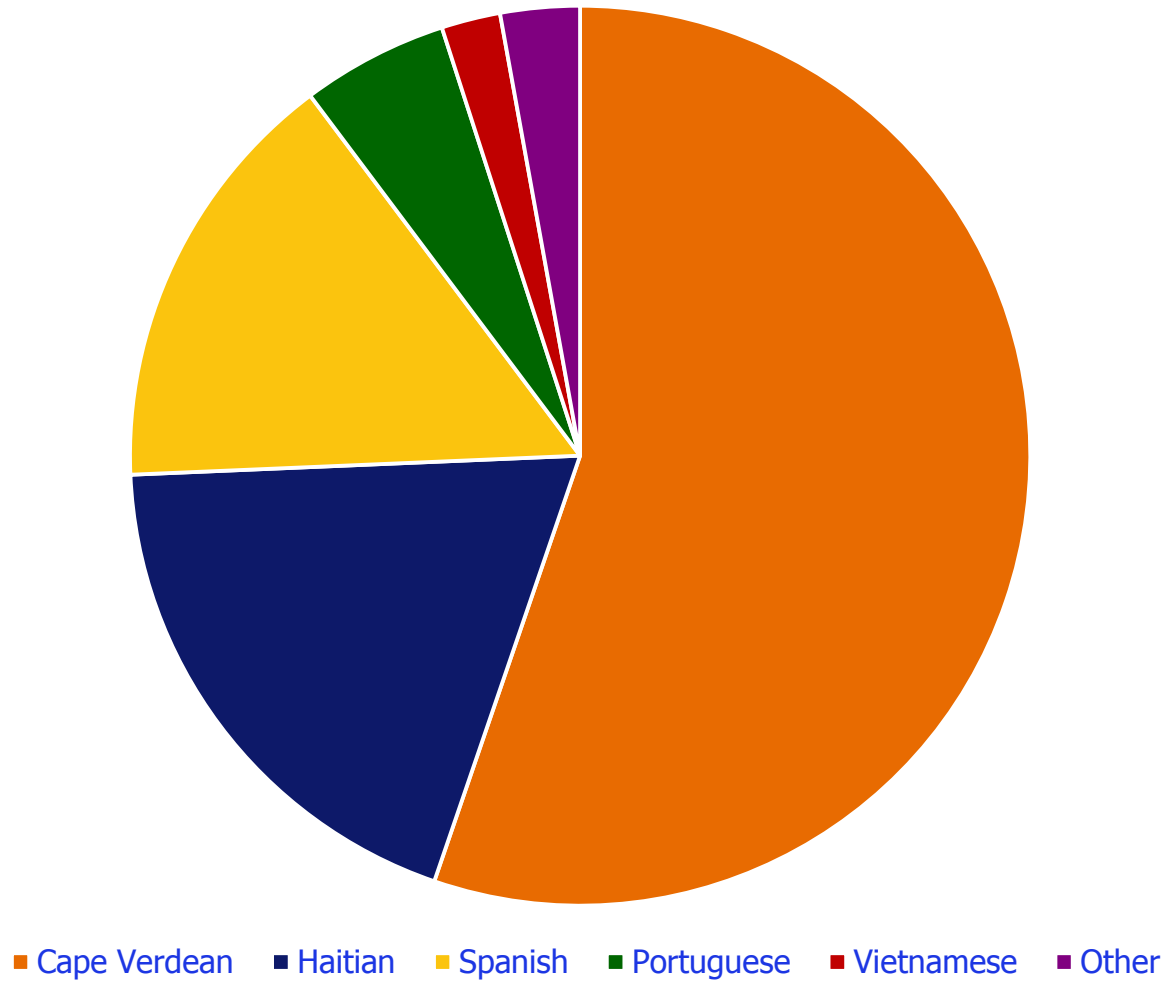
# English Language Learners in Brockton Public Schools

## ELL Population by Number 36.9% First Language not English (FLNE)

	January 27, 2016	March 28, 2017
English Learner	3502	3682
Formerly English Learner	643	728
Fully Exited	873	900

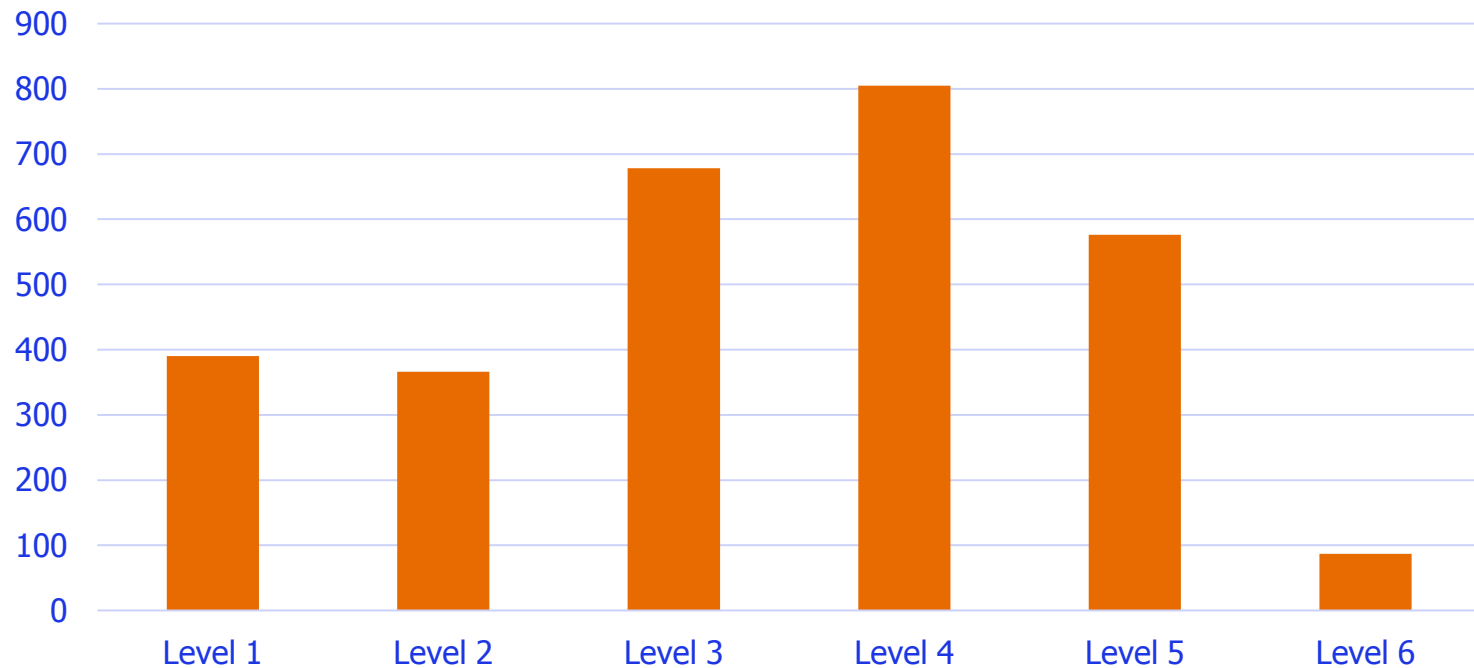


## Languages



# 2016 ACCESS Results - ELL Population by Proficiency Level

(Not Including new students enrolled after 2/1/2016)



# Brockton Public Schools Programming for English Language Learners

Elementary	Middle School	High School
Structured English Immersion Integrated Structured English Immersion Two-Way Unidos Portuguese	Transitional Bilingual Education Structured English Immersion Integrated Structured English Immersion Advanced Spanish for Two-Way Spanish Heritage Language	Transitional Bilingual Education Structured English Immersion Integrated Structured English Immersion Literacy Cluster Medical Interpretation Upcoming: Heritage Language Edison Academy



# Brockton Public Schools

## ESL Instruction

Elementary Schools	Middle Schools	High Schools
WIDA Levels 1-3 WIDA Levels 3-5	ESL Level 1 ESL Level 2 ESL Level 3 ESL Level 4	Literacy ESL Beginning ESL Emerging ESL Intermediate ESL Advanced ESL ELD 4 (LTELs)



# Summer English Language Learner (SELL) Program

- ★ Teachers work with elementary English language learners for a period of 16 days (4 days/week), after schools close for the summer.
- ★ Organized by grade span and proficiency level, 25 students are instructed by two teachers in each class for four hours per day. One paraprofessional per class supports the instruction provided by the teachers and clarifies instruction in the native language of the students.
- ★ This is a content based ESL program that helps English language learners increase their English proficiency through high-quality language instruction and that also helps students improve their academic achievement in the core academic subjects.
- ★ Teachers participate in professional development in advance of the program to promote development content-based ESL strategies and approaches, as well as linguistic differentiation among and within different proficiency levels.
- ★ Teachers are supported by an English language acquisition coach throughout the program, who organizes professional development prior to the program and who leads the daily data/planning meetings.
- ★ Specific science based ESL development materials are purchased to support the program, including for whole class, exploratory, and guided reading activities.
- ★ By partnering with the existing summer programs for transportation and breakfast and lunch services, costs are reduced to maximize the number of students served.



## **Sample SELL Program**

***200 English Language Learners***

**8 Classrooms** – 25 students per classroom with 2 teachers and 1 paraprofessional

<b>Entering Grades 1-2</b>	<b>Entering Grades 3-5</b>
Class One: WIDA Level 1	Class One: WIDA Level 1
Class Two: WIDA Level 2	Class Two: WIDA Level 2
Class Three: WIDA Level 3	Class Three: WIDA Level 3
Class Four: WIDA Levels 4-5	Class Four: WIDA Levels 4-5



<b>8:00-8:20</b>	Attendance Morning Meeting Daily Objective Strategy of the Week
<b>8:20-9:00</b>	Whole Class Launch Science Theme/Content Vocabulary Development Connection to Strategy/Strategy Practice & Modeling
<b>9:00-11:15</b>	30 Minute Centers Guided Reading (Teacher) Re-teaching Center/Individual Skill Development (Teacher) Guided Writing (Paraprofessional) Science Inquiry Center
<b>11:15-11:45</b>	Lunch
<b>11:45-12:00</b>	Dismissal & Ticket to Leave
<b>12:15-1:00</b>	Data Meeting Review of Ticket to Leave Amend lesson plans based on data & teacher/paraprofessional observations Plan for the next day



# Brockton Public Schools

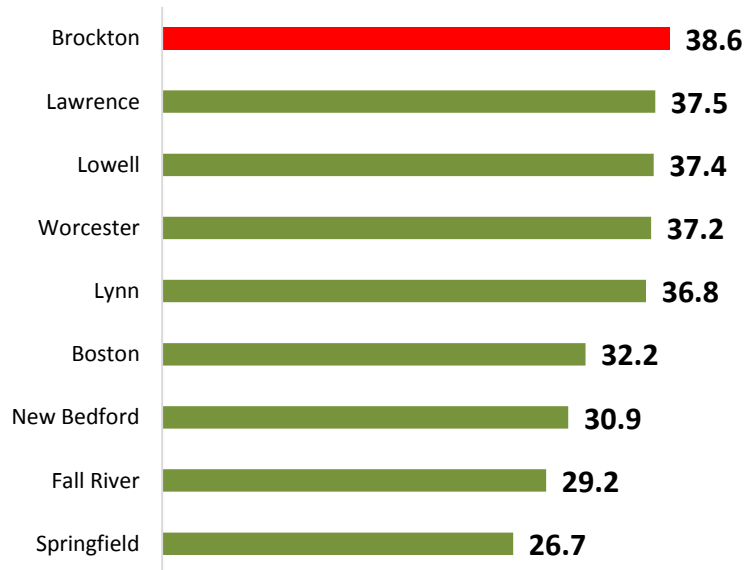
## AMAOs

AMAO	2015	2016
#1 Progress Towards English Proficiency Target	51	52
Brockton Performance	53	60
Brockton Attained AMAO?	Yes	Yes
#2 Attainment of English Proficiency Target	20	20
Brockton Performance	21	22
Brockton Attained AMAO?	Yes	Yes
#3 <u>Cumulative</u> PPI Target	75	75
Brockton Performance	55	59
Brockton Attained AMAO?	No	No



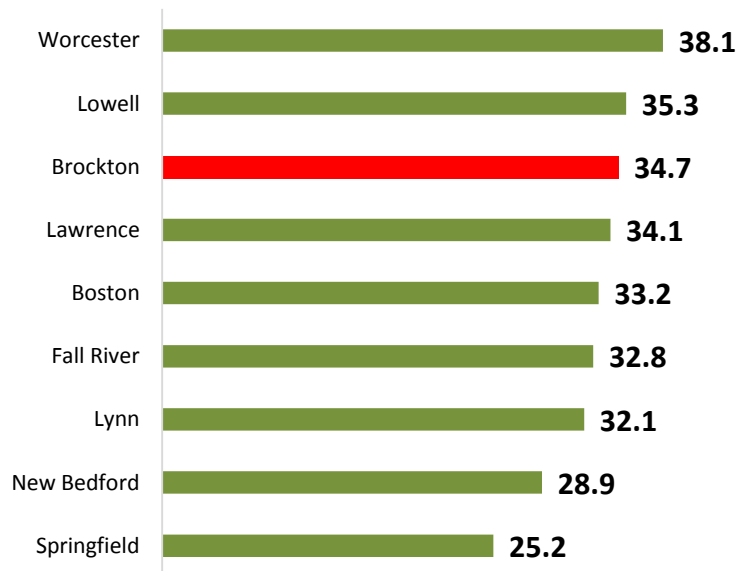
# Brockton Public Schools – 2015 Science MCAS Performance (ELL/FELL Subgroup)

2015 Grade 8 SCPI



# Brockton Public Schools – 2016 Science MCAS Performance (ELL/FELL Subgroup)

2016 Grade 8 SCPI



# TITLE III FUNDING

## Revere Public Schools

Presented by Albert Mogavero  
ESL Director

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# Title 3 Funds Supporting Revere English Learners to succeed

TIII funds are used for:

- ★ After school programs to support newcomers and students at the beginning levels at the elementary and secondary level.
- ★ After school programs at the secondary level to supplement day program and expand learning experiences for Els so that they can succeed in their traditional classes.
- ★ EL Summer Programs for elementary and secondary students provide students with additional opportunities to learn and practice their English skills beyond the school year.
- ★ Bilingual instructional aides support classroom instruction for English learners.



# Additional TIII funds

- ★ Additional supplemental classroom materials
  - ★ Leveled readers, bilingual books, Big Books
- ★ Additional funding for summer/after school materials
- ★ Summer program bus transportation for secondary students
  - ★ This has increased attendance in the summer program.
- ★ Supplemental PD for teachers and PD materials



# Title 3 funding has helped our community realize some of the following results:

- ★ Gains in English proficiency
- ★ Improved school grades
- ★ Easier transition into our schools
- ★ Lower drop- out rate of 2.6% for our English learners, a decrease from previous years
- ★ The acquisition of literacy skills
- ★ Builds confidence in our students in communicating in English



# Revere ACCESS data results

SCHOOL	PROGRESS GROWTH	ATTAINMENT
Whelan School	85%	29%
<b>Lincoln School*</b>	70%	29%
<b>Beachmont School*</b>	65%	31%
<b>Garfield Elem. School*</b>	79%	25%
<b>Paul Revere School*</b>	83%	30%
<b>Hill School*</b>	85%	33%
<b>Susan B. Anthony Middle School*</b>	62%	20%
Garfield Middle School	86%	19%
Revere High School	69%	18%

\*school met or exceeded PPI in 2016





# TIII, Westborough Public Schools

Maeve Hitzenbuhler  
English Language  
Development Director, PK-12

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# English as a Second Language Evening Parent Classes

\*Open Registration: 10 week sessions, fall and spring semester

\*Donations of Food from local restaurants

\*NHS volunteers (students receive service credit) for children from 6 months to 12 years old

TIII pays for: teacher salaries and textbooks for parents/guardians



# English as a Second Language Evening Parent Classes

Parent Classes begin with food (sandwiches, coffee, cookies donated by local restaurants, Starbucks, Panera Bread, the local pizzerias).

Student levels: 1-6, similar to WIDA standards. In addition, we offered conversation classes.



# English as a Second Language Teachers

Eight teachers, for eight sections: two level 1 sections, a level 2, 3, 4, 5 and 6, plus the conversational class.

Teachers teach two hour classes and plan an additional hour a week together.



# ESL Literacy Nights in Westborough's Housing Complexes

Flexible readers ("Wild Things this year, "Everyone Eats Rice" next year) paid for by TIII.

Hundreds of families came out for each of the six literacy nights.

Children were given milk and cookies at the beginning of the evening.

